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ABSTRACT

A brief analysis of the ERIC/CAPS documents referring to the aged, general population, and women. Documents input during the time period January through June, 1970, are analyzed in terms of significant trends and significant single studies. Both significant trends and studies are listed, as well as the reasons for selection. In some instances suggestions for further research or implications for counselors are included. (Author)

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INFORMATION

ANALYSIS

FOR

General Populations, The Aged, and Women

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ERIC
Counseling and Personnel Services Information Center

Information Analysis Report

for

GENERAL POPULATIONS, THE AGED, AND WOMEN

Marlene B. Pringle

- Trend Analysis
- Significant Documents
- Analysis and Review of Major Developments
- Implications and Applications

Research Draft - Not For General Distribution

CG 400 042

December 1970

ERIC
Counseling and Personnel Services Information Center
University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

I. Population - General

Number of Documents 428

Areas:	Number of Documents	Page
Addiction	11	49
Sex Differences	6	53
Marriage and Family Environment	78	30
Learning, Motivation and Achievement	68	18
Vocational and Educational Behavior	10	54
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II. Population - Aged

Number of Documents 1

III. Population - Women

Number of Documents 27

Total Number of Documents 455

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CONTENT ANALYSIS FOR A GENERAL POPULATION

The documents in this category were primarily (about 2/3) research reports -- the others were mostly review papers. This group of documents have the positive and negative characteristics that one would expect to find in any large group of documents referring to a general population. Often the hypotheses tested were so limited and specific that though they might be of great heuristic value to other researchers, the hypotheses would be of little practical value to the teacher or counselor. (Many documents exhibiting this kind of speciality were found in the areas of testing, behavioral characteristics, and learning, motivation, and achievement.) When hypothesis tested were not limited and specific, they tended to move too far to the other extreme -- they became so general and broad that the conclusions reached were insipid and equally useless to the practitioner. Those few research studies that fell in the middle of the continuum, however, have broad applications and implications for counselors regardless of their populations.

Although it is difficult to identify trends within a general population and I suspect I may be reflecting upon ERIC/CAPS selection criteria more than upon what research is being done generally, the analysis here might well be reflective of what is being done with general populations that could be of some interest to counselors.

The area with the largest number of documents was testing: there were 112 documents. Of these documents the great majority (83) were concerned with the development, validation and utilization of specific testing instruments. Twenty-two documents were concerned with the issues involved in testing: counselors were warned about the limitations of tests and urged not to misuse or to overgeneralize results. It was pointed out that testing programs rarely lead to "meaningful educational recommendations" in most schools. The smallest number of documents in the testing area (7) were processed under the category of testing behavior -- that area which describes the effects of test-taking upon individuals and groups. I think it is interesting to note this distribution of the documents at a time when many educators are questioning the value of testing. Of 112 documents, only 7 are concerned with the effects of testing on the people who are tested. This area is one deserving of much more attention than it is presently receiving. In terms of priorities I should like to see more work done in this latter area and less time spent in the development and validation of tests.

A second area, closely related to testing, is the whole area of research and evluation. Documents in this area are concerned with the issues and problems involved in conducting and evaluating research. In this group most of the documents were review papers discussing such problems as rationale for research, definitions of terms, problems of criterion choice, design problems, and uses of technology. I think the fact that 6 of the 27 documents discussed the uses of technology is indicative of the degree to which researchers are quickly utilizing technological innovations to reduce their work load. The fact that 13 of the documents were in one way or another still concerned with choosing and measuring criteria reflects the reality that the real problems in doing research are not substantially changing.

Seventy-eight documents describing the effects of marriage and family life upon all participants were processed. Although in my initial definition of this general area I modified participants with the phrase "their interactions with one another and with others outside the family," in looking at the document I found that how family units deal with or are affected by the outside environment and how family life effects individual members outside of the family was not much discussed. Most documents only look at how one member of a family interacted with another. Most of the documents (22) were concerned with parent-child interattions. Although the majority of these were concerned with how the parent influences the child, there were a surprising large number discussing how the child shapes the behavior of the parent -- an interesting twist on conditioning and one which I suspect will be receiving more attention in the future. Spouse-interation (22) documents was also one in which researchers were active. Topics, like what were the mutual characteristics of husbands and wives or typical modes of communication were investigated as they correlated with marital adjustment. What I called "premarital dating and mating behavior" was not quite as popular as a research topic (13 documents) (but there did seem to be a bit more enthusiasm on the part of the researchers in this area -- their prose was just a bit less stilted). These researchers were concerned with "the double standard". The general conclusion was that while not quite dead, it was dying. Researchers investigated premarital sexual relationships -- their frequency, attitudes toward them, and the characteristics of those who do and do not participate in them. One review paper discussed communal living -- a topic which I would suspect will be the focus of much more research in the future.

Perhaps the most interesting documents in the area of marriage and the family were those concerned with the effects of position and family size on individuals -- most of these documents would support the generalization that in modern society the large family is not necessarily more happy than the small one, but as a matter of fact less happy and perhaps more authoritarian than it should be if it is to produce individuals to function in a increasingly nebulous future. Other areas, family dynamics (6) and education and counseling for marrai ge and the family (9) were fairly conventional and primarily concerned with those problems resulting from either a lack of prepatation for social roles or a lack of communication once in the role.

In the area of learning motivation, and achievement (69) documents, the majority of the documents were research reports (62)--most of which were concerned with validating some learning theory. Most of the research involved studies of achievement motivation, retention, associative learning, and reinforcement theory (40 documents). These documents were primarily oriented to other researchers rather than to teachers or to counselors. Other areas covered were perception (6), problem solving (8), prediction (2), concept formation (2), and modeling (2). The most interesting group of documents investigated the changing nature of intelligence (9). These documents indicated to me perhaps a move toward sythesis of the physiological and psychological approaches to intellectual funttioning. Such variables as time of day, motoric activity level, and electrical activity of the brain as each related to intellectual functioning were investigated. I suspect that more and more of these related reports will lead shortly to some rather good review papers which synthesize the two approaches.

The area called attitudes and characteristics is perhaps the most difficult for me to write about. Even though this area contained 46 documents, one document frequently has little or no relationship to other documents in the area -- perhaps because this area served as a bit of a catch-all for those documents that were not clearly a part of any other area. As a group these documents described or analyzed personal behaviors, values, or personalityfactors as each related to personal growth or to the development of specific behavioral traits (cooperation, attachment, leadership alienation, ethnocentrisim, altruism, conformity, creativity, etc.). cannot easily discuss trends here -- although conformity, creativity, and interpersonal attraction

and body language were popular (5 documents per area). I would however like to point out the one really exceptional review paper which turned up in this category -- that is Berkowitz's review of aggressive behavior. In this area particularly--with such limited behaviors or characteristics being investigated, it is difficult to find either trends or general implications for counselors.

Eleven documents described addictive behavior -- heroin use, smoking, alcoholism, and non-narcotic drug abuse. The interesting point about these documents is that all of the effective therapies for dealing with adiction reported are based upon reinforcement theory. Either there are no effective treatments except those based on reinforcement or others are not being reported. None of the documents on addition were discussions of preventive programs.

A number of other areas were covered which contained under 10 documents per area; these were knowledge utilization, vocational behavior, sex differences, occupational information. The area sex differences was the only one reflettive of a trend. Two of the six documents in this area were concerned with investigating sex stereotypes. Onestudy showed that psychologists held stereotyped concepts of male and female roles and that males were viewed as more healthy than females. A second study showed that college students valued positive male stereotypic characertistics equally, the reason why the male stereotype was more valued was simply that it had more positive characteristics. According to this study the differences in viewing sex roles are more quantitativethan qualitative. This interest in the stereotypes is no doubt partially reflective of the activity level of women's liberation.

Population - Women: their development, characteristics, and behavior.

During the time period January 1 - June 31 of 1970, only 27 documents were directly concerned with looking at women and their roles in American society. Though the number of documents processed is certainly not reflective of the present interest in the role of women, the quality of the documents in this area was exceptionally high and most of these documents would have immediate consequences for counselors and for teachers. Also these documents were responsive to the present demands that organized groups of women are making.

Almost all the documents were research studies of feminine role, self concept, status, and vocational behavior. The remainder were review papers.

About half of the documents investigated women's vocational behaviors. These documents were clearly supportive of women's demands for more fulfilling vocational roles. Most documents indicated that those women who make unconventional career choices and those who have dual roles (in the home and in the world of work) have self-esteem levels exceeding those off the women who accept the traditional role. The woman doing fulfilling work outside the home seems to have a number of distinct psychological advantages over the woman whose only role is in the home -- at least that is the picture presented in these documents.

Also there was a general concern expressed by most researchers about women's roles, usually followed by suggestions as to how society could improve itself by utilizing the talemts of women more fully.

Population - Aged

This population is not broken down into areas because there was only one document. (This document was a research survey of the activities of retired scientists.) I was surprised to find that ERIC-CAPS is not receiving any documents about counseling the aged or about the needs of the aged. Either counselors are not significantly involved in working with the aged, those who do work with the aged do not write about it, or ERIC-CAPS is not acquiring the documents. I suspect that counselors are simply not very involved in working with the aged, neither are psychologists, psychiartists, or social workers. In fact, I suspect that in our society no helping profession has addressed itself to the needs of the aged. Perhaps this philosophy of ignoral should be investigated.

AREA: Women:

Documents processed under this category are concerned with the development, characteristics, and behavior of women.

I. Number of Documents: 27

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 21

C. Review Paper - 5

D. Program Description - 0

E. Guideline, Handbook, Manual - 0

F. Conference Report - 1

G. Bibliography - 0

II. Objective Description of Documents:

Most of the documents in this category are research reports investigating the topics named.

A. Vocational Behavior (12) - Describe the vocational behavior of women. These studies were primarily concerned with college women. The most interesting group of documents were concerned with unconventional career choice and self esteem.

B. Feminine Role and Self Concept (10) - Described the behavior of women as a function of their personality and role concepts. Some of these documents are described in more detail in the list of important documents.

C. Status of Women (5) - Describe women's present position in society and show how this position makes it difficult and frustrating for a woman to use her talents in our society. These doucments

do not add anything new to the list of problems with which the American woman must struggle if she deviates from the traditional role of full-time wife and mother. It is interesting to note, however, that in spite of the fact that 40% of all women hold jobs, women are still seen by society as primarily wives and mothers.

D. Other (1)

III. Significant Documents:

70-7515 Walshok, Mary Lindenstein. THE SOCIAL CORRELATED AND SEXUAL CONSEQUENCES OF VARIATIONS IN GENDER ROLE ORIENTATION: A NATIONAL STUDY OF COLLEGE STUDENTS. Indiana University, 1969, 5088-5089A. M-$3.65 X-$12.85 281p.

70-4207 Tangri, Florence Schwartz. ROLE-INNOVATION IN OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. Michigan University, 1969, 4021A. M-$3.45 X-$12.15 266p.

Almquist, Elizabeth M.; Angrist, Shirley S. CAREER SALIENCE AND ATYPICALITY OF OCCUPATIONAL CHOICE AMONG COLLEGE WOMEN. Journal Marriage and the Family, 1970, 32(2), 242-248.

Although usually a content analysis is done with a single document, I think it may be more beneficial to look simultaneously at the three documents - all of which discussed women who made unconventional career choices. All three documents used college girls as the population from which the data were gathered and all three defined unconventional career choice in a similar way - choosing an occupation which is now dominated by men - so comparisons between documents can be made.

All three of these studies tend to support the enrichment rather than the deviant hypothesis of unconventional career choice.[1]

1. Definitions by Almquist and Angrist

Deviant hypothesis: "that the strongly career oriented girl who chooses a masculine occupation is the product of social learning experiences which set her apart from her more conventional age-mates, experiences which lead her to develop a masculine image of herself and her adult role. Under this view the unusual chooser is a deviant from traditional standards.
Enrichment hypothesis: "that the unconventional chooser is not so much a renegade as she is the product of additional enriching experiences which lead to a less stereotyped and broader conception of the female role. She does not reject the customary, time honored duties of adult women, but sees these as augmented by work as an important feature of her adult life."

According to these three documents, when comparing college women who choose conventional career goals with those who choose unconventional career goals, the women who make unconventional choices are more likely to have the following characteristics:

A. Differences in background

1. The woman who chooses unconventional career goals is more likely to have a working mother than the woman who chooses traditional career goals. It is believed that exposure to the working mother causes the daughter to develop more liberal views of the feminine role.
2. Women making unconventional career choices were more likely to have been influenced by teachers, professors, and people in the occupation chosen than those women who make traditional choices. These women more often named peers or family members as significant influences.

3. In high school, college women who chose unconventional career goals were more likely to have dated less frequently than the traditional group and to have enjoyed studying, reading, and solo activities more. However, by the time these unconventional girls reach college they report as many romantic relationships with the opposite sex and significantly more non-romantic male relationships.
4. Unconventional women have more work experience than conventional women.
5. Career oriented women were more likely to have professional parents, to come from a family with high socio-economic status, and to come from a metropolitan environment.
6. Career oriented women are more likely to have experience with out-of-phase factors like "late physical maturity, not belonging to cliques in high school, residential mobility, etc."
7. Women with unconventional career goals were more likely to be receiving social support for their aspirations - often in the form of a sympathetic graduate assistant.

B. Differences in values

1. Women with unconventional career choices were more likely to be concerned with things rather than people. Those who were more traditional expressed greater need to react with people and to be intimate.
2. In general, values of women who make unconventional

career choices resemble the values of males more than those of traditional females.

3. The unconventional women were more concerned with personal autonomy and intrinsic motivation than the traditional women.

4. The unconventional women tended to have values which were more secular than those of conventional women.

C. Differences in behavior

1. The more masculine the career field chosen and the higher the degree sought, the less likely were those women who choose unconventional career to report enjoying domestic activities and child care.

2. The women making unconventional career choices were more likely to enjoy sex for itself rather than as a prelude to marriage and were in general less romantic and family forming.

3. Women with unconventional career choices were more likely to generalize from their own generally high level of expectations for self to high expectations for future husband, but less likely to displace their own achievement concerns onto a future husband.

IV. Important Documents:

A. Those which would be included in any review paper on feminine role.

70-7245 Weis, Susan Janice Furminger. SELF ESTEEM AND SELF IMPLEMENTATION IN ROLE SALIENCY OF WOMEN. Pennsylvania State University, 1970, 5071-5072A. M-$3.00 X-$9.00 196p.

The data provided significant evidence that greater role saliency coincides with greater self esteem and lesser saliency with lower self esteem. It appears, therefore, that role saliency is a relevant factor in attaining psychosocial status.

70-7424 Below, Helen Irene. LIFE STYLES AND ROLES OF WOMEN AS PERCEIVED BY HIGH SCHOOL GIRLS. Indiana University, 1970, 30(11), 4763-4764A. M-$3.40 X-$11.95 264p.

This study was designed to investigate the role perceptions and expected life styles of high school freshmen and senior girls to determine whether there is a relationship between their stated life styles and role perceptions and (1) year in school, (2) educational expectations, (3) academic aptitude, (4) socioeconomic background, (5) educational background of the mother, and (6) present employment status of the mother. The relationship between stated life styles and role perceptions was also studied. A further purpose was to determine whether high school freshmen and senior girls view their future roles as women in a traditional or an egalitarian way.

70-55 Frankel, Phyllis Schwartz. THE RELATIONSHIP OF SELF CONCEPT, SEX ROLE ATTITUDES, AND THE DEVELOPMENT OF ACHIEVEMENT NEED IN WOMEN. Northwestern University, 1970, 3371-3372A. M-$3.55 X-$12.40 273p.

The findings suggest that goal oriented women, regardless of their age and stage in life, are predominantly comfortable with themselves and have reached a generally good level of personal adjustment. The valuing of self appears basic to the development of goal oriented behavior. Goal oriented women indicate greater feelings of self worth than do non goal oriented women.

B. Those which would be included in any review paper on women's vocational choice.

ED 035 010 Watley, Donivan J. CAREER OR MARRIAGE?: A LONGITUDINAL STUDY OF ABLE YOUNG WOMEN. VOLUME 5. NUMBER 7. Evanston, Il.: National Merit Scholarship Corporation, 1969. MF-$0.65 HC-$3.29 21p.

The educational and career field aspirations of groups differed; and those seeking an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering.

Farmer, Helen S.; Bohn, Martin J., Jr. HOME-CAREER CONFLICT REDUCTION AND THE LEVEL OF CAREER INTEREST IN WOMEN. Journal Counseling Psychology, 1970, 17(3), 228-231.

The study was an attempt to reduce home-career conflict experimentally by providing a measure of social sanction for professionally demanding career roles, and to measure the effect of this reduction on home and career interests. Results indicate that regardless of marital status, vocational interest can be raised.

ED 040 468 Harmon, Lenore W. THE CHILDHOOD AND ADOLESCENT CAREER PLANS OF COLLEGE WOMEN. Milwaukee: Wisconsin University, 1970. MF-$0.65 HC-$3.29 19p.

The findings suggest that women do not make many or varied early choices, and that their later choices, although more varied, may be restricted to typical women's fields.

ED 038 731 Astin, Helen S. PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER DECISIONS OF YOUNG WOMEN. FINAL REPORT. Washington, D.C.: Bureau of Social Research, Incorporated, 1970. MF-$0.65 HC-$3.29 95p.

Post high school experiences were the best determinants of career outcomes. Educational attainment and marital-familial status best predicted whether women would choose careers in the professions or be housewives and office workers. Of the personal variables, scholastic aptitude and socioeconomic status as well as early career choices, were the best predictors. However, different clusters of characteristics were predictive of different outcomes.

C. Those which would be included in any review paper dealing with counseling women.

70-3887 Friedersdorf, Nancy Wheeler. A COMPARATIVE STUDY OF COUNSELOR ATTITUDES TOWARD THE FURTHER EDUCATIONAL AND VOCATIONAL PLANS OF HIGH SCHOOL GIRLS. Purdue University, 1970, 4220-4221A. M-$3.00 X-$8.00 171p.

The present concern over secondary school guidance and counseling practices with regard to the emerging roles of women in the world of work requires continued serious attention. This study was an attempt to determine the attitudes of counselors toward the educational and vocational goals of high school girls and to determine the nature and extent of attitudinal differences among counselors.

The following statements summarize the major conclusions derived from the test:

1. Male and female counselors responded differently when role playing as a college bound high school girl versus role playing as a non college bound high school girl.
2. Counselors perceived college bound high school girls as identifying with cultural activities and skills involving verbal ability.

3. Items which reflected differences between college bound versus non college bound girls were not the same for male and female counselors.

4. Both male and female counselors have at least some relatively distinctive attitudes toward which levels and types of occupations are realistic and appropriate for both college bound and non college bound girls.

Heilbrun, Alfred B. Jr., TOWARD RESOLUTION OF THE DEPENDENCY PREMATURE TERMINATION PARADOX FOR FEMALES IN PSYCHOTHERAPY. Journal Consulting and Clinical Psychology, 1970, 34(3), 382-385.

Paradoxical behavior of dependent females tending to leave psychotherapy prematurely has been linked to the initial tendency of male therapists to be nondirective with females.

V. Trend Analysis:

The small number of documents processed here, reflect the larger number generally available. Clearly there is an increased concern with the vocational development of women and some evidence to support the hypothesis that the career woman may have definite psychological advantages over the woman whose only role is in the home.

VI. Implications for ERIC/CAPS:

These are already being implemented.

AREA: Learning, Motivation, and Achievement

Documents processed under this category are primarily concerned with how learning takes place, and with describing those factors which contribute to performance.

I. Number of Documents: 69

A. Position Paper, Theoretical Statement, Model - 1

B. Research Report - 62

C. Review Paper - 5

D. Program Description - 1

E. Guideline, Handbook, Manual - 0

F. Conference Report - 0

G. Bibliography - 0

II. Objective Description of Documents:

Almost all of the documents processed in this category were research reports discussing the following general areas:

A. Achievement and Motivation (11) - These documents were primarily research reports concerning achievement motivation and supporting McClelland's previous findings. Included were discussions of need to avoid failure as well as discussions of the level of achievement need.

B. Perception (6) - These documents were concerned with the effects of perceptual style upon learning and with the effects of the environment upon perceptual style.

C. Retention (11) - These documents were concerned with those

personal and environmental factors which facilitate or inhibit retention.

D. Associative Learning (9) - These documents were concerned with those personal and environmental factors which facilitate or inhibit associative learning.

E. Conditioning and Reinforcement (9) - These documents discussed the use of reinforcement to facilitate learning.

F. Modeling (2) - These documents discuss imitative learning.

G. Problem Solving and Critical Thinking (8) - These documents are mostly research papers but include three review papers. All of them are concerned with defining problem solving and critical thinking as well as the components involved in each. There seems to be some confusion as to definition. For example, is critical thinking evaluation, problem solving or a pluralistic act? Is it deductive, inductive, or both? None of these studies had practical implications.

H. Intelligence - These documents investigated the nature of intelligence - definition again being a major problem. However, included in this group were a number of documents (see significant documents) which indicated the changing nature of intelligence and its relationship to other variables.

I. Concept Formation (2) - These documents try to explain the process by which concepts are learned.

J. Prediction (2) - These documents lacked the information needed to make accurate predictive judgements.

III. Significant Documents:

A. CG 005 683 McConnell, James V. Correlates of Individual Learning Styles. Final Report. University of Michigan, 1969, 29p.

The purpose of this study is to determine categories of learning styles based on research on the chemical and physiological correlates of learning, as well as the development of simple measures that would allow an investigator to place a subject within one or more of these categories. (1) animals with a high activity level appear to learn rapidly and do not benefit from interpolated rest periods; and (2) animals with low activity levels appear to learn more slowly but benefit from interpolated rest periods. It is possible that activity level constitutes one of the broad descriptive categories of individuals learning styles.

B. CG 005 452 Osborne, Francis H. The Effect of Time of Day on the Reaction to Stress. Final Report. Morehead State University, 1970, 33p.

This study obtains evidence for the effect of time of day on learning in a stressful situation. A series of five experiments were performed to assess the effects of this variable on learning using albino rat subjects. None of the experiments provide overwhelming evidence for the effect of time of day when taken alone and each leaves questions which can only be answered by empirical test. However, as a group they seem to indicate that time of day does play an important role in learning in a stressful situation. Most forms of motivation such as fear of failure in a classroom or fear of shock in the laboratory are aversive or stressful in the Thorndikian sense of an annoying state of affairs which the organism will avoid or minimize. If the comparison holds, then although the effect would vary in its specifics, time of day might also influence human learning under stress.

C. CG 005 647 Ertl, John P. Neural Efficiency and Human Intelligence. Final Report. Ottawa University, Canada, 1969, 39p.

The purpose of this study was to demonstrate that the neural efficiency of the human brain as measured by parameters of sensory evoked potentials varies depending on the sensory input used within the same subject. There is little doubt that study of the electrical activity of the brain can be related to intellectual functioning and continued research seems justified.

My reasons for choosing the first two of the three documents are that these documents support a growing body of research in sex differences, body type, and intellectual functioning - all of which indicate that "general activity level may be a much more important variable in learning than has previously been recognized.

My reason for choosing the third document - somewhat related to the first two documents - is that there are some clear differences between having a motorically active body and a neurally active brain. What this relationship is has not been investigated thoroughly yet - at least not to my knowledge; but I suspect there are some important educational implications that would be derived from such an investigation.

Another reason for looking at the third document is that there may be some relationship between that document and an emerging theory of I.Q. (see testing instruments) which sees I.Q. as changing from moment to moment and day to day - a much more flexible theory of I.Q. Might there then be some relationship between time of day, general activity levels, and learning styles. I would suggest that some kind of integration (following a more comprehensive search) might be possible in this area. (If, for example, learning style is dependent on general motoric activity level or on brain activity level, then might these not change throughout the day; and if general patterns could be defined, what could educators do with these patterns.

Implications for ERIC/CAPS:

Should we search the literature to find out if there is substantial evidence to support some of the following hypotheses.

A. General motoric activity level is related to style of learning

B. Activity level changes during human development - What are the effects of these changes on children, and do schools or should schools react to the changing activity levels?

C. Research clearly indicates that brain activity is related to learning. Is there a body of research on this topic from which generalizations could be developed which would have implications for educators?

D. Does the future suggest some blending of traditional pen-paper tests and technological innovations for measuring brain activity which will revolutionalize testing, but even more importantly will revolutionalize teaching.

IV. Important Documents:

A. Achievement and Motivation

Three documents were of particular interest

Lin, Yi-Grang; McKeachie, Wilbert J. APTITUDE, ANXIETY, STUDY HABITS, AND ACADEMIC ACHIEVEMENT. Journal Counseling Psychology, 1970, 17(4), 306-309.

Hypothesis that differences in performance between extreme anxiety groups may be due to differences in ability was confirmed in two studies using analysis of covariance.

Tseng, M.S.; Carter, A.R. ACHIEVEMENT MOTIVATION AND FEAR OF FAILURE AS DETERMINANTS OF VOCATIONAL CHOICE, VOCATIONAL ASPIRATION, AND PERCEPTION OF VOCATIONAL PRESTIGE. Journal Counseling Psychology, 1970, 17(2), 160-165.

The subjects in whom the motive to approach success was greater than the motive to avoid failure had significantly more accurate perceptions of occupational prestige and higher occupational aspirations than subjects in whom the motive to avoid failure was greater than the motive to approach success.

70-6952 Cohen, Shirley. IMPULSIVITY IN LOW-ACHIEVING AND HIGH-ACHIEVING LOWER CLASS BOYS. Columbia University, 1969, 4269-4270A. M-$3.00 X-$4.20 78p.

Low-achieving lower class boys are more impulsive in their approach to cognitive tasks than are high-achieving lower class boys.

B. Retention

One document here seems worthy of possible inclusion in a review paper:

ED 036 869 Cook, J. Marvin. LEARNING AND RETENTION BY INFORMING STUDENTS OF BEHAVIORAL OBJECTIVES AND THEIR PLACE IN THE HIERARCHICAL

LEARNING SEQUENCE. FINAL REPORT. College Park: Maryland University, 1969. MF-$0.65 HC-$16.45 435p.

The results do not substantiate the thesis that informing students of behavioral objectives and/or the learning hierarchy can enhance their performance on an immediate achievement test. However, giving students statements and examples of behavioral objectives is an instructional method that will result in resistance to forgetting.

C. Problem Solving and Critical Thinking (8)

ED 041 325 Chambers, David W. PUTTING DOWN THE DISCOVERY LEARNING HYPOTHESIS. Chapel Hill: North Carolina University, 1970. MF-$0.65 HC-$3.29 24p.

The results of the study show that overlearning has a considerably more powerful effect on transfer than does discovery. Overlearning seems to be an important condition for the transfer of a discovered principle, not because the principle is apt to be discovered during overlearning but because a certain amount of practice is necessary to make the discovered principle available for transfer.

V. Trend Analysis:

The documents is the area Learning and Achievement Motivation varied a great deal in quality and rarely had practical educational implications. As is typical of the documents with a general population, these documents were more often studies to support a particular learning theory, correlational studies seeking to show how learning or achievement varies with other personality characteristics, and studies of environmental effects upon learning. Although the last of the three types of studies mentioned would indicate there would be practical applications implied from the studies - that is not the reality. Conclusions found tend to be

so general they are insipid or so specific they are not translatable to broad application.

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AREA: Attitudes and Characteristics

Documents processed under this category are concerned with the development of the personality. These documents describe or analyze personal behaviors , values, and personality factors as they relate to personal growth or to the development of specific behavior traits.

I. Number of Documents: 46

A. Position Paper, Theoretical Statement, Model - 2

B. Research Report - 37

C. Review Paper - 7

D. Program Description - 0

E. Guideline, Handbook, Manual - 0

F. Conference Report - 0

G. Bibliography - 0

II. Objective Description of Documents:

Most of these documents are in the form of research reports. This category, perhaps, more than any other covers a variety of topics - often one document having little relevance to another because of limited scope of the topics covered. The following areas were covered in this six month period:

Cooperation - 1

Attachment - 1

Leadership - 1

Attitude Change - 2

Ethnocentrism - 1

Alienation - 1

Labeling - 1

Aggression and Reaction to Stress - 4

Communication - 4

Altruism - 2

Personality and Self Concept - 9

Interpersonal Attraction and Body Language - 5

Perceptual Style - 2

Conformity - 5

Creativity - 5

Other - 2

III. Significant Documents:

Domino, George. IDENTIFICATION OF POTENTIALLY CREATIVE PERSONS FROM THE ADJECTIVE CHECK LIST. Journal Consulting and Clinical Psychology, 1970, 35(1), 48-51.

The initial development and cross validation of a Creativity (Cr) Scale for the Adjective Check List (ACL) is presented. The Cr scale significantly differentiated creatives from controls in every field of endeavor, but was not influenced by sex or type of creativity. It appears to possess rational and empirical validity, is applicable to both sexes, and is not influenced by specificity of creative achievement.

While this document does not have specific applications for the counselor it does point out some of the problems that may be contributing to the researchers' difficulty in identifying creative people. "A rational analysis of the Cr scale indicates the presence of both positive and negative ACL items, some of which appear to be at odds. Thus, the creative student is seen as both active and aloof, enthusiatic

and reserved, humorous and serious, sensitive and tactless, rational and unconventional. The presence of seemingly contradictory elements in the personality of creative individuals has been postulated by a number of investigators (e.g., Barron, 1957; Fromm, 1959; Maslow, 1959) and the present results are in agreement."

Berkowitz, Leonard. EXPERIMENTAL INVESTIGATIONS OF HOSTILITY CATHARSIS. Journal Consulting and Clinical Psychology, 1970, 35(1), 1-6.

In this area, Berkowitz's thorough and excellent review of the literature on aggressive behavior stands out because of its immediate implications for the practicing counselor. Berkowitz attacks both the hypotheses of Lorenz and of Freud and presents evidence which indicates that the nature of aggression is much more complex than either of those two theorists have realized and that many of their hypotheses are reversed by recent studies on aggression.

Berkowitz found for example that there is research to support the hypothesis that "displacing hostility is no more effective than no aggression at all in reducing physiological tension." He found that under most conditions studied, instead of being cathartic, "aggression is all too likely to lead to more aggression." This hypothesis is particularly true when witnessed aggression is seen as justified.

Berkowitz discussion of conditions which increase and decrease aggressive behavior is so good that practicing counselors would do well to read the whole article.

IV. Important Documents: 0

V. Trend Analysis:

It is difficult to speak of trends in this area except as they become apparent through sheer number of documents. Obviously "personality and self concept" has more documents than any other category yet the majority of these documents are review papers and position papers rather than research papers. The concepts are so broad as to make it most difficult to say anything really new or anything particularly practical about them - that is, anything that can help the counselor in the field.

The next three largest categories are conformity, creativity, and interpersonal attraction and body language (5 documents in each of the three categories).

Interpersonal attraction and body language: these documents investigate the physical manifestations of behavior as they relate to how people report feeling about one another or to how people are interacting with one another. Essentially these documents say that people like those who agree with them more than those who disagree and that these feelings will effect seating arrangements. The documents on creativity, with one exception, and those on conformity are equally innocuous, adding nothing of any real practical value for the counselor or the teacher.

The problem it seems to me, with this particular group of documents is that almost all of them are correlational studies - how does one personality variable correlate with another. What counselors and

teachers may need would more likely be studies which would indicate what kinds of conditions will promote creativity, cooperation, leadership, etc. This group of documents, more than any other, would fail to meet Krumboltz's test of relevance.

VI. Implications for ERIC/CAPS:

Develop a review paper on the theme of "The Counselor Dealing with Aggression."

AREA: Marriage and the Family:

Documents processed under this category are concerned with the effects of marriage and family life upon all participants - their interactions with one another and with others outside the family unit.

I. Number of Documents - 78

A. Position Paper, Theoretical Statement, Model - 2

B. Research Report - 48

C. Review Paper - 18

D. Program Description - 0

E. Guideline, Handbook, Manual - 1

F. Conference Report - 0

G. Bibliography - 0

II. Objective Description of Documents:

A. Parent-Child Interaction (22) - These documents describe and analyze the mutual effects of specific types of behavior between parent and child. These documents support the generally held assumption that parent-child interaction is very important in determining the direction that the personality development of the child will take. There are also documents, however, that point out the strong influence of the child in shaping the behavior of the parents.

B. Spouse Interaction (20) - The documents in this area describe how the interactions between husbands and wives effects their lives both in and out of marriage. Most documents were research studies.

C. Effects of Position and Family Size (6) - The documents describe how these variables influence family interaction and child development.

D. Family Dynamics (6) - These documents attempt to synthesize and integrate interactional patterns, psychoanalytic concepts, and learning theory as such areas might apply to the family. In this particular group of documents none seem to me to be particularly worthy of further analysis. Four of the six documents were review papers of previous research findings.

E. Education and Counseling for Marriage and the Family (9) - Unlike the other areas described, few research studies appeared in the category. There are, however, six review papers. At least half of the documents were concerned with improving communication in order to improve family life. Others were concerned with the factors impeding work in the area of education for marriage, with specific problem areas in marriages and the implications for counselors, and preparing black males for marital roles.

F. Premarital Dating and Mating Behavior (13) - Ten of these thirteen documents were research studies. The remaining three documents were review papers. Most of these documents were concerned with premarital sexual relationships -- their frequency, attitudes toward them, and the background of those people who do and do not experience sexual intercourse before marriage. Most documents indicated that while the "double standard" was dying it was not yet dead. Two of the research studies were concerned with the premarital sexual behavior of men specifically and one review discussed the role of clothing in sexual behavior. One review discussed communal living.

III. Significant Documents:

Nye, F. Ivan; and Others. FAMILY SIZE, INTERACTION, AFFECT AND STRESS. Journal Marriage and the Family, 1970, 32(2), 216-226.

Substantively families of three or four children rank lower in all of the analyses than do families with one or two children.

Nye, Carlson, and Garrett summarized the research relating to family size as follows:

1. The larger the family, the more likely it is characterized by restrictive parental practices.
2. The larger the family, the more likely it is to be characterized by authoritarian parental practices.
3. The larger the family, the more likely it is to be characterized by the use of corporal punishment.
4. The larger the family, the more likely that one parent is dominant.
5. The larger the family, (provided social class is held constant) the more likely that the father is the dominant parent.
6. The larger the family, the less likely that positive affect will characterize the feelings of children towards their parents.
7. The larger the family, the less likely that positive affect will characterize the affect of spouses for each other.
8. The larger the family, the more likely that severe stress will characterize the role playing of the parents.

The news papers typically present the "mother of the year" award showing a woman surrounded by from four to ten children and a beaming

father -- this picture is normally accompanied by an article describing the joys of parenthood and the amusing situations which have happened to the family. Magazines reinforce this image also with frequent presentations describing the family life of well known politicians or theater people. Inevitably these families are presented as close, happy, and totally supportive of all their members. Perhaps the best example - certainly the one which received the most publicity is recent years - would be the Kennedy family. No doubt, such a family is admirable, but more importantly it is also atypical.

I think this particular study is important because far too many people are not yet aware that the prototype of the large, happy, supportive, family Cheaper by the Dozen - is a 19th not a 20th century concept. This study certainly does not support the thesis that the large family is the happy family, and while I am sure that there are many large happy families, the research indicates that such families are not the norm. In fact in modern society the research indicates that the larger the family the less the likelihood of positive affect between members.

I would suggest that this might be an area of research with which counselors might want to become more familiar. Are there, for example, a number of unique problems faced by large families? Could some of the research involving the functioning of small groups be applied in a way that might help these large families? Should counselors advocate a more realisitc public presentation of the large family? For example, in high school family living classes and on the mass media, should not the typical as well as the atypical situation be presented?

IV. Important Documents:

A. Parent-Child Interactions:

69-22,526 Ferritor, Daniel Edward. MODIFYING INTERACTION PATTERNS: AN EXPERIMENTAL TRAINING PROGRAM FOR PARENTS OF AUTISTIC CHILDREN. Washington University, 1969, 30(7), 3114-3115A. M-$3.15 X-$11.05 244p.

The main hypothesis of the research was confirmed: the equilibrium rate of speaking for the children did increase after their parents were trained to reciprocate positively in structured language exchanges, and follow-up data suggest the changes were permanent.

Osofsky, Joy D. THE SHAPING OF MOTHER'S BEHAVIOR BY CHILDREN. Journal Marriage and the Family, 1970, 32(3), 400-404.

Utilizing structured laboratory situation and intervention approach, role playing children were trained to behave differently in, each of three situations in an effort to determine possible effects upon the mothers. Differences in mothers' reinforcing behavior and teaching style were noted in response to the children's changing behaviors.

Melnick, Barry; Hurley, John R. DISTINCTIVE PERSONALITY ATTRIBUTES OF CHILD-ABUSING MOTHERS. Journal of Clinical and Consulting Psychology, 1969, 33(6), 746-749.

Findings resulting from attempts to explore hypotheses derived from contemporary descriptions of abusive mothers which see them as hostile, overwhelmed by maternal responsibilities. Rather, they appear unable to empathize with children frustrated in dependency needs emotionally deprived.

70-7400 Davids, Leo. THE FOSTER FATHER ROLE. New York University, 1968, 30(10), 4577A. M-$5.05 X-$17.80 394p.

It was found that foster mothers are dominant in almost all areas of foster boys development, apparently to a greater extent in foster families than in comparable ordinary families.

Martin, Cora A.; Benson, Leonard. PARENTAL PERCEPTIONS OF THE ROLE OF TELEVISION IN PARENT-CHILD INTERACTION. Journal Marriage and the Family, 1970, 32(3), 410-414.

The data reveal that mothering patterns are similar across class and educational lines, but fathering patterns are not.

Devor, Geraldine M. CHILDREN AS AGENTS IN SOCIALIZING PARENTS. The Family Coordinator, 1970, 19(3), 207-212.

Data analysis showed that the majority of mothers were conscious of their children's influence, and that there were no significnat differences by race or social class but a strong tendency toward social class differences.

B. Spouse Interaction:

There were several documents which might have implications for counselors:

ED 034 266 Troll, Lillian E. APPROVAL OF SPOUSE IN MIDDLE AGE. Detroit, Mi.: Merrill Palmer Institute, 1969. MF-$0.65 HC-$3.29 7p.

A strongly positive opinion of spouse in middle age tends to be associated with social conformity and family integration. Mutually approving couples were more often politically moderate, homogeneous in religious background, and had more interpersonal power than their children. They also had more highly integrated family structures with low conflict and less maternal employment.

Members of approving couples were no more like each other in personality than those who expressed no approval.

Balswick, Jack O. THE EFFECT OF SPOUSE COMPANIONSHIP SUPPORT ON EMPLOYMENT SUCCESS. Journal Marriage and the Family, 1970, 32(2), 212-215.

Data from case records and questionnaires show that spouse support is positively associated with job success and is more predictive of that success among the more educated.

Knox, David, Jr. CONCEPTIONS OF LOVE BY MARRIED COLLEGE STUDENTS. College Student Survey, 1970, 4(1), 28-30.

Study findings are consistent with those of Knox (1967) which state that the longer an individual attends college, the more realistic his conception of love becomes, and that married males tend to be more romantic in conception of love than married females.

C. Effects of Position in Family And Family Size:

Researchers never seem to tire of probing this particular topic. I suspect there is some intrinsic appeal to the ease with which this kind of data can be manipulated - and because relationships are always found, some truths must be inherent in those generalizations.

Oberlander, Mark; and Others. FAMILY SIZE AND BIRTH ORDER AS DETERMINANTS OF SCHOLASTIC APTITUDE AND ACHIEVEMENT IN A SAMPLE OF EIGHTH GRADERS. Journal of Consulting and Clinical Psychology, 1970, 34(1), 19-21.

Firstborns were characterized by higher IQ scores than later borns; family size was not related to measures used.

Tomeh, Aida K. BIRTH ORDER AND FRIENDSHIP ASSOCIATIONS. Journal Marriage and the Family, 1970, 32(3), 360-367.

The main finding is that last born girls tend to visit with friends more frequently than first and in between children. Theoretically, this relatively high participation with friends may reflect the beginning of change in the functions of the family.

Oberlander, Mark I.; and Others. ORDINAL POSITION, SEX OF SIBLING, SEX, AND PERSONAL PREFERENCES IN A GROUP OF EIGHTEEN YEAR OLDS. Journal of Consulting and Clinical Psychology, 1970, 35(1), 122-125.

Firstborns manifest greater preference of working with ideas, while later borns indicate preference for being active in groups. Presence of a male sibling is associated with greater interest in working with ideas and with more expressed preference for the avoidance of conflict.

E. Premarital Dating and Mating Behavior:

Hauser, E. William, A FEW CASUALTIES OF THE SEXUAL REVOLUTION. Journal of American College Health Association, 1970, 18(5), 356-357.

The aggressiveness of the liberated college female was found to play a direct role in reactivating latent conflicts in males with problems of sexual potency. Of particular significance to the college health physician was that most of these men had made frequent visits to the health clinic for vague physical ailments.

Kanin, Eugene J. SEX AGGRESSION BY COLLEGE MEN. Medical Aspects of Human Sexuality, 1970, 4(9), 25-40.

Sexually aggressive males appear to have been subjected to developmental and socialization influences that leave them distrustful

of women, generally aggressive, and with a high sexual urge. They are motivated to seek male associations which sanction their impulses and socially reward their conduct, enabling the aggressor to support his self concept.

V. Trend Analysis:

Most of the studies reviewed analyzed the internal interactional dynamics of family life. No studies were concerned with the effects of the larger society as it interacted with the family. I was surprised that with all the rhetoric about the effects of society on the family, no research seems reported on that topic.

VI. Implications for ERIC/CAPS:

1. Explain the lack of research concerned with how the external environment effects the internal environment of the family.
2. Review the literature on family size to see if the studies presented here are supported.

AREA: Research & Evaluation

Documents processed under this category are primarily concerned with the issues and problems involved in conducting and evaluating research.

I. Number of Documents: 27

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 11

C. Review Paper - 15

D. Program Description - 1

E. Guideline, Handbook, Manual - 1

F. Conference Report - 0

G. Bibliography - 0

II. Objective Description of Documents:

Most of these documents were either review papers (15) or research reports (11) investigating the following issues and problems:

A. Rationale for research (values) - 2

B. Subjects of research (population surveyed or topic investigated) - 3

C. Confidentiality - 1

D. Problems of criterion choice and measurement - 13

E. Uses of Technology - 6

F. Practical problems and design problems - 5

G. Interpretation, utilization of research, and prediction - 3

III. Significant Documents:

Bednar, Richard L.; Shapiro, Jeffrey G. PROFESSIONAL RESEARCH COMMITMENT: A SYMPTOM OR A SYNDROME. Journal of Consulting and Clinical Psychology, 1970, 34(3), 323-326.

A survey of 16,000 psychologists and psychiatrists invited to participate in a large scale investigation of psychotherapy revealed that less than 1% of those contacted wished to participate. Additional data were collected to help isolate the reasons for such limited participation. Comparisons between those who agreed and those who declined participation revealed that the type of practice, orientation of the practitioner, age, and weekly hours of therapy were not significant variables for differentiating participators from nonparticipators. The reason most frequently given by those who refused participation was lack of time. These data are discussed in the context of the research status of professional psychology and implications for research and clinical practice.

One naturally assumes that those people who are trained in the behavioral sciences are concerned about the nature of man and about the effectiveness of their attempts to help others. One would suspect that psychologists and psychiatrists (men who have received enough training to be considered competent to do research and to recognize the possible benefits) would be most willing to take part in a well-designed research study. This document indicated that this assumption is not valid.

Considering the other studies described by Bednar and Shapiro in the introduction to their study and considering the results of their study, counselor educators - indeed all people involved in the helping professions - may need to re-evaluate some of their assumptions. For example, counselors are frequently singled out for their lack of

research skills at the master's level of training. Often this research deficiency is cited as the primary contributor to ineffective counseling programs: counselors cannot evaluate their performance because they lack research skills. The happy answer to ineffective counselors and poor counseling programs becomes research training for counselors. The implications of Bednar and Shapiro's study is that having research expertise does not necessarily mean that one will be so impressed by the possible benefits of these techniques that he is willing to become subject to them himself. One cannot help but wonder if the person who "lacks the time" for public evaluation will find the time for private evaluation.

IV. Trend Analysis:

Most documents in this category were concerned with the problems involved in choosing criterion measures - the general consensus being that choice of criterion is the major problem in research soday.

V. Implications for ERIC/CAPS:

Could we use research in such a way as to help us determine what counselor educators believe to be the major benefits of "research competency?" Could we then, by looking at researches, see how many of the assumed benefits are realized.

AREA: TESTING

A. The Development, Validation, and Utilization of Specific Testing Instruments

B. Testing Issues

C. Testing Behavior

TOTAL NUMBER DOCUMENTS = 112

I. AREA: Testing: the development, validation, and utilization of specific testing instruments: documents processed under this category are primarily concerned with describing the limitations and possibilities of specific tests.

II. NUMBER OF DOCUMENTS: 83

III. DESCRIPTION OF DOCUMENTS:

Almost every document in this area was essentially a research report describing a new test or adding data that would further describe an established test.

80 research reports
1 bibliography
2 review papers

IV. IMPORTANT DOCUMENTS:

CG 004 783
James A. Dunn
The OST: Theory, Instrument and Norms.
The OST is a technique quite different from anything reported elsewhere in the literature. The model underlying OST work assumes that an individual's intellect, at any given point in time, is the set of all information he has at his disposal at that point in time. The set of concepts an individual has at any point in time may radically change over time.

CG 501 658
Margaret Barron Luszki; And Others
Long Search for a Short Wais: Stop Looking.
It was hypothesized that one could predict the reliability of the shortened WAIS on the basis of the Spearman Brown formula, and that in testing, as in other fields, you get what you pay for. Results confirmed these hypotheses; a short form is not an adequate substitute for the full WAIS.

CG 005 681
Moana Hendricks; and Others
Measuring Creative Social Intelligence. Final Report.
This study investigated social intelligence in relation to individuals coping with other persons.

CG 501 841
Edward H. Fischer; John LeB. Turner
"Orientations to Seeking Professional Help: Development and Research Utility of an Attitude Scale."
Journal of Consulting and Clinical Psychology, 1970, 35(1), 79-89.
The scale reliably distinguished persons who had experienced psychotherapeutic help from those without such professional contact.

I. Area: Testing Issues: documents processed under category are concerned with the issures involved in producing, giving and utilizing the results of tests and testing programs.

II. Number of Documents: 22

III. Objective description of Documents:

Of the 22 documents processed, 15 were review papers and 10 were research reports. The documents discussed the following:

A.	Production of Tests	10
B.	Utilizing Test Results	8
C.	Giving Tests	5

No documents in this group seemed to be particularly outstanding- the issues investigated were conventional as were the conclusions drawn: Counselors were warned about the limitations of tests and urged not to overgeneralize or misuse results. It was pointed out the testing programs seldom lead to "meaningful educational recommendations" in most schools. Most documents seemed to be advocating a general review by educators of how, when, and why tests should be used.

I. Area: Testing Behavior-Documents processed under this category are primarily concerned with the effects of test-taking upon individuals or upon groups.

II. Number of Documents: 7

III. Objective Description of Documents: the seven documents processed were concerned with analyzing the following three areas:

A. Effects of personality on test-taking behavior	2
B. Examiner effects	4
C. Motivation effects	2

IV. Significant Documents:

CG 004 752 Kaats, Gilbert R. An Approach to Attitude Assessment in a Military Setting.

70-2928 (order no.) Cotnam, John Dale. Variance in Self-Report Measures of Disadvantaged Young Adults as a Function of Race and Stated Purpose of Testing. (Pages 113-117 Appendix K, "Tennessee Self Concept Scale" and Pages 119-121, Appendix M, "Work Values Inventory," not micro-filmed).

CG 501 182 Harris, Sandra; Masling, Joseph. Examiner Sex, Subject Sex, and Rorschach Productivity. J Consult Clin Psychol; v34 n1 p60-62 Feb 1970.

70-4742 (order no.) Johnson, Gary Lane. An Experimental Study of the Effects of three Modes of Test Administration on the Reading Achievement of Fifth Graders Grouped According to Test Anxiety and Sex.

70-916 (order no.) Lubera, Eugene T. The Effects of the Race and the Sex of Test Interviewers on the Responses of Intermediate Grade American Children on the Measurement of Interest in School Work.

CG 501 725 Walker, Ronald E.; And others. The Effect of Subjectively Reported Anxiety on Intelligence Test Performance. Psychol Sch; v7 n3 p241-243 Jul 1970.

CG 005 256 Hritz, R. J.; and others. Test Directions and Student Personality.

The documents describing the effects of personality on test taking behavior indicated that "subjects who were affected negatively by experimental procedure are likely to perfom poorly on a variety of tasks" (CG 501 725) and that "submissive, anxious individuals operate at a disadvantage in testing situations which allow some freedom in responding" (CG 005 256).

The documents discussing examiner effects on testing behavior analyzed such variables as race, sex and positive or negative reinforcement given (70-2928) (70-916) (CG 501 182) (70-4742). The sex of the examiner and his pre-test behavior (kinds of reinforcement given) were found to effect the test behavior of individuals; the race of the examiner, however, was not found to be a significant influence.

Increasing the motivation of subjects by involving them in the research design and assuring them of confidentiality of results resulted in changes in testing behavior: Subjects spent more time taking tests, obtained higher and less socially desirable dogmatism scores, and were "less likely to manifest a response style which was found to be a function of answer sheet configuration." (CG 004 752)

I. Area: Occupational Information. This category describes those documents which represent either new programs for disseminating occupational information or new publications describing occupations.

II. Number of Documents - 3

III. Objective Description of Documents:

There were only three documents: one was a guide conducting group conferences; one described a computer-based career exploration system; and one discussed the production of occupational films.

AREA: Addiction

This category describes those behaviors which are addictive in nature.

I. Number of Documents: 11

A. Position Paper Theoretical Statement, Model - 0

B. Research Report - 7

C. Review Paper - 3

D. Program Description - 0

E. Guideline, Handbook, Manual - 0

F. Conference Report - 0

G. Bibliography - 0

II. Objective Description of Documents:

Heroin - 2

Smoking - 4

Alcoholism - 3

Non-narcotic drug abuse - 1

Combined - 1

These documents were primarily research reports investigating the characteristics of those people who develop addictive behavior and reports of the effectiveness of different therapies. The other three documents were review papers of addiction as a social and personal problem.

III. Significant Documents: 0

IV. Important Documents: 0

V. Trend Analysis:

The therapy described in all of the areas was primarily of the conditioning variety: either there are no effective therapies that do not involve conditioning (reinforcement) or none being reported. The programs described were treatment not preventive programs.

VI. Implications for ERIC/CAPS: None

AREA: Knowledge Utilization

This category contains those documents concerned with how research findings and information from other sources can be effectively utilized or retrieved.

I. Number of Documents: 7

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 0

C. Review Paper - 4

D. Program Description - 2

E. Guideline, Handbook, Manual - 0

F. Conference Report - 1

G. Bibliography - 0

II. Objective Description of Documents:

A. Storage and Classification Problems - 2

B. Use of Technology - 1

C. Consulting - 2

D. The Utilization Conference - 2

III. Significant Documents: 0

IV. Important Documents:

Salomone, Paul R. THE RESEARCH IMPLEMENTATION PROCESS: SOME REFLECTIONS AND SUGGESTIONS. Rehabilitation Counseling Bulletin, 1970, 13(4), 349-354.

Barriers to an understanding of the research implementation process are discussed. The purposes of the research utilization conference, a new

element in this process, include intensive study of specific results to determine implications of the research for practice and future examination.

V. Trend Analysis:

Insufficient coverage to discuss trends.

VI. Implications for ERIC/CAPS:

Increase or decrease coverage.

Area: Sex Differences: Those documents which describe how males and females differ in attitudes and characteristics

I. Number of documents: 6 - all research studies

II. Objective description - the documents investigate the existence of stereotype thinking in psychologists and in college students, finding that both groups do indeed accept the traditional stereotypes and do view the male stereotype more positively than the female stereotype. Also investigated was aggressive behavior -- the findings supported other studies showing females more indirect and verbal in their aggressive behavior than males. Another study showed that males were more concerned about work values than females. None of these studies seemed to me to be particularly valuable in terms of presenting new knowledge. Two of them however should be included in any review paper on stereotypes.

III. Significant documents - none

IV Important documents:

Broverman, Inge K., and Others. SEX-ROLE STEREOTYPES AND CLINICAL JUDGMENTS OF MENTAL HEALTH. Journal of Consulting Clinical Psychologists; Feb 1970 34(1), 1-7.

Sex-role Stereotype Questionnaire of 122 fipolar items was given to clinicians. Hypotheses confirmed and possible reasons for and effects of double standard of health are discussed.

Lunneborg, Patricia W. STEREOTYPIC ASPECT IN MASCULINITY-FEMININITY MEASUREMENT. Journal of Consulting Clinical Psychologists; Feb 1970 34(1) 113-118.

Explores stereotypic thinking in relation to sex differences in personality. The 14 scales of Edwards Personality Inventory IA administered to 398 college student judges predict answer most men (women) would give. Results discussed.

Area: Vocational Behavior: This category contains those documents which deal with vocational interests, aspirations, development, and decision-making.

I. Number of documents: 10

1 - Position paper or theoretical statement or model

8 - Research report

1 - Review paper

0 - Program description

0 - Guideline, handbook, manual

0 - Conference Report

0 - Bibliography

II. Objective description of the documents. All the documents in this group, except two were concerned with identifying those factors which are important in making vocational choices. The two exceptions were concerned with prediction of career patterns and with the values different people seek in choosing vocations.

III. Significant documents: None

IV. Important documents:

Pallone, N.J.; And Others. WORK VALUES AND SELF-MEANING. Journal of Counseling Psychology; Jul 1970 17(4) 376-377

Study results suggest that the more negatively one views himself, the greater the value he puts on intellectual stimulation, prestige, and independence in the work situation. The converse also held true.

Bell, Alan P. ROLE MODELS IN YOUNG ADULTHOOD: THEIR RELATIONSHIP TO OCCUPATIONAL BEHAVIORS. Vocational Guidance Quarterly; June 1970 18(4) 280-284

Questionnaire data obtained from those seven years out of high school indicates that those able to name role models whose personal and vocational lives they with to emulate seem to function more effectively than those without role models.

V. Trend Analysis: Nothing really new is being rsearched in the area of vocational choice. The best predictors of vocational choice still tend to be socio-economic factors and intelligence, but these are not very helpful to those who are responsible for helping young people choose careers. For the practicing counselor the documents in this period would offer little in terms of building programs to assist young people -- perhaps the more practical documents would be found with elementary and high school pupulations.

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6. Add items 1 through 15 and insert amount in "Sub-Total" box.

7. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

8. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

9. Indicate payment method desired. Payment must accompany all orders of $10.00 or less.

10. SIGN AUTHORIZATION and date order.

11. Include only 15 titles per form. Complete and sign additional forms if required.

Orders are filled only from ED accession numbers. Titles are not checked. ***Please be sure you have supplied the correct numbers.***

AUTHORIZATION _____

TITLE OR DEPT._____

Microfiche Copy - Each Title		.65
Hard Copy - Each Title by100 Page Increments		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 1-100 page Increment		3.29

TERMS AND CONDITIONS

1. TERM OF CONTRACT
This order is not subject to cancellation.

2. PRICE CHANGES
Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

3. SUBSCRIPTION PRICE AND PAYMENT
The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

4. PROPRIETARY INFORMATION
All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

5. CONTINGENCIES
LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

6. EXTENSION
The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one-year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

7. LIABILITY
LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

8. WARRANTY
LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

9. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

10. DEFAULT AND WAIVER
A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

11. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.